Nursing Assisting A Foundation in Caregiving 5th edition Dugan Test Bank

SKU: 9781604251210-TEST-BANK

Instructor's Guide for Nursing Assisting A Foundation in Caregiving

FIFTH EDITION





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Credits

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Albuquerque, New Mexico 87102
(505) 291-1274
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e-mail: orders@hartmanonline.com
Twitter: @HartmanPub

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ISBN 978-1-60425-123-4

PRINTED IN THE USA

Notice to Readers

Though the guidelines and procedures contained in this text are based on consultations with healthcare professionals, they should not be considered absolute recommendations. The instructor and readers should follow employer, local, state, and federal guidelines concerning healthcare practices. These guidelines change, and it is the reader's responsibility to be aware of these changes and of the policies and procedures of her or his healthcare facility.

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Preface

Welcome to the instructor's guide for the fifth edition of *Nursing Assisting: A Foundation in Caregiving*! We want to be your teaching partner, so we have tried to make this the most useful instructor's guide we have ever written. If you have suggestions for improving it, please let us know. If you teach topics not covered in the book, call us and we will do something about it!

Like the textbook and the workbook, the instructor's guide is organized around learning objectives, which should make teaching the material much simpler. We have included the textbook and workbook page numbers to make it easier for you to assign readings and exercises to your students.

Appendix A contains all of the key material masters that we have created for this course, and Appendix B contains the handouts. Exams for all chapters are located in Appendix C. Appendix D contains the answers for each chapter's exams. Appendix E contains a second set of chapter exams for each chapter, and Appendix F has the answers to those exams. Appendix G contains a final exam, and Appendix H has the answers to that exam. Appendix I includes all of the answers to the student workbook exercises.

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This instructor's guide, along with additional exams, critical thinking questions, and other teaching material, is available at no charge for registered users at Hartman Publishing's instructor's website: instructors.hartmanonline.com.

We hope you find this guide helpful, thorough, and engaging. Call us with your feedback and suggestions!

We would love to hear from you.

Happy teaching!

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1
The Nursing Assistant in Long-Term Care

1. **Define important words in this chapter**
2. **Describe healthcare settings**
3. **Explain Medicare and Medicaid**
4. **Describe the residents in long-term care facilities**
5. **Describe the nursing assistant's role**
6. **Discuss professionalism and list examples of professional behavior**
7. **List qualities that nursing assistants must have**
8. **Discuss proper grooming guidelines**
9. **Define the role of each member of the care team**
10. **Discuss the facility chain of command**
11. **Explain *The Five Rights of Delegation***
12. **Describe methods of nursing care and discuss person-centered care**
13. **Explain policy and procedure manuals**
14. **Describe the long-term care survey process**

Supplemental Tools

KEY MATERIAL 1-1 FACTS ABOUT MEDICARE AND MEDICAID

KEY MATERIAL 1-2 RESIDENTS IN LTC FACILITIES

KEY MATERIAL 1-3 CHAIN OF COMMAND

CHAPTER 1: EXAM

Assignments

TEXTBOOK READING, PP. 1–17

WORKBOOK EXERCISES, PP. 1–7

Overview of Teaching Strategies

The teaching strategy for this chapter is to describe various healthcare settings, with an emphasis on long-term care (LTC). Students will learn how LTC is paid for and will be introduced to the types of residents for whom they will care and the other members of the healthcare team. The roles and functions of the nursing assistant should be explained, along with the professional behavior expected in the healthcare setting. Students will also learn about the chain of command, as well as different methods of nursing care and the survey process. The person-centered care model is introduced and should be continually emphasized.

1. Define important words in this chapter

Meeting the Learning Objective

TEXTBOOK PP. 1–3

WORKBOOK P. 1

Lecture

Pronounce and define each of the key terms listed in the Learning Objective.

2. Describe healthcare settings

Meeting the Learning Objective

TEXTBOOK PP. 3–5

WORKBOOK P. 1

Lecture

Pronounce and define the following key terms:

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- Long-term care
- Skilled care
- Chronic
- Residents

Discuss job opportunities for nursing assistants and the importance of this work. Give students a brief description of long-term care, including:

- LTC facilities provide 24-hour skilled care
- LTC assists people with ongoing, chronic medical conditions
- Other terms for LTC facilities

Emphasize that the LTC facility is the resident's home, and the resident's room must be treated with respect.

Define and briefly describe each of the following healthcare settings and terms:

- Assisted living
- Home health care
- Adult day services
- Sandwich generation
- Intergenerational care
- Acute care
- Subacute care
- Outpatient care
- Rehabilitation
- Hospice care
- Animal-assisted therapy (AAT)

3. Explain Medicare and Medicaid

Meeting the Learning Objective

TEXTBOOK P. 5

WORKBOOK PP. 1–2

Lecture

Pronounce and define the following key terms:

- Medicare
- Medicaid

Display Key Material

1-1 FACTS ABOUT MEDICARE AND MEDICAID

Describe Medicare coverage:

- Medicare is for people 65 or older or who have disabilities and illnesses.
- Part A helps pay for care in a hospital or skilled nursing facility or for care from a home health agency or hospice.
- Part B helps pay for doctor services and other medical services and equipment.
- Part C allows private health insurance companies to provide Medicare benefits.
- Part D helps pay for medications prescribed for treatment.

Describe facts about Medicaid:

- Medicaid is funded by both federal government and each state.
- Eligibility is determined by income and special circumstances.
- People must qualify for Medicaid.

Describe long-term care coverage under Medicare and Medicaid:

- LTC facilities are paid a fixed amount for services.
- Services are based on the resident's needs upon admission.

4. Describe the residents in long-term care facilities

Meeting the Learning Objective

TEXTBOOK PP. 5–6

WORKBOOK P. 2

Lecture

Emphasize to students that understanding each individual in their care is more important than understanding the entire population.

Pronounce and define the following key terms:

- Length of stay
- Dementia

Display Key Material

1-2 RESIDENTS IN LTC FACILITIES

Discuss these facts about residents in long-term care facilities in the U.S.:

- 83.5% are over 65
- 68% are female

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- More than 75% are white and non-Hispanic
- About ⅓ come from a private residence
- Over 50% come from a hospital

Discuss length of stay and the reasons residents with different lengths of stay might be in an LTC facility.

These facts are true of residents in LTC with a length of stay of six months or more:

- Over ⅔ of residents
- Require 24-hour care
- Did not have caregivers available to give enough care at home

These facts are true of residents with a length of stay of less than six months:

- May be admitted for terminal care (will die in facility)
- May be admitted for rehabilitation or temporary illness (will recover and return to community)

Stress that residents require different kinds of care in a facility. Note that many residents in LTC lack outside support, and emphasize the importance of caring for the whole person.

5. Describe the nursing assistant's role

Meeting the Learning Objective

TEXTBOOK PP. 6–7

WORKBOOK P. 2

Lecture

Pronounce and define the following key terms:

- Nursing assistant (NA)
- Activities of daily living (ADLs)

Discuss two ways NAs provide services for residents:

- Performing assigned nursing tasks
- Providing personal care or assisting with self-care

Describe common nursing assistant tasks:

- Serving trays and helping residents eat and drink
- Helping residents dress and undress
- Bathing, shampooing, and shaving residents
- Bedmaking
- Tidying living areas
- Measuring vital signs (temperature, pulse, respiration, and blood pressure)
- Helping residents with elimination needs
- Assisting with mouth care
- Giving back rubs
- Observing and reporting changes in conditions and complaints
- Helping residents move safely around the facility
- Caring for supplies and equipment

Describe tasks that nursing assistants do not perform:

- Inserting or removing tubes
- Giving tube feedings
- Changing sterile dressings
- Giving medications

6. Discuss professionalism and list examples of professional behavior

Meeting the Learning Objective

TEXTBOOK PP. 7–8

WORKBOOK PP. 2–3

Lecture

Pronounce and define the following key term:

- Professionalism

Discuss important points about professional behavior guidelines, including the following:

- Being clean and neatly dressed and groomed
- Not discussing personal problems with residents
- Not using personal phones in resident care areas
- Being at work on time and avoiding absences
- Not leaving work early without permission
- Not reporting to work under the influence of illegal drugs and/or alcohol
- Keeping a positive attitude
- Being polite and respectful
- Addressing residents and visitors in the way they wish to be addressed
- Not using profanity
- Keeping resident information confidential
- Not gossiping about coworkers
- Following procedures and policies

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- Reporting concerns or problems to your supervisor
- Maintaining educational requirements
- Asking questions when you do not understand something
- Being honest and documenting carefully
- Accepting constructive feedback
- Not accepting tips or gifts
- Being loyal to your facility and being a positive role model

7. List qualities that nursing assistants must have

Meeting the Learning Objective

TEXTBOOK PP. 8–9

WORKBOOK PP. 3–4

Lecture and Discussion

Pronounce and define the following key terms:

- Trustworthy
- Conscientious
- Courteous
- Empathetic
- Accountable

Ask students if they can think of examples of each quality as it pertains to care of residents:

- Patient and understanding
- Honest and trustworthy
- Conscientious
- Enthusiastic
- Courteous and respectful
- Empathetic
- Dependable and responsible
- Humble
- Tolerant
- Unprejudiced

8. Discuss proper grooming guidelines

Meeting the Learning Objective

TEXTBOOK PP. 9–10

WORKBOOK P. 5

Lecture

Pronounce and define the following key term:

- First impression

Discuss the importance of making a positive first impression.

Discuss these grooming guidelines:

- Keep your uniform clean and neat.
- Bathe and wear deodorant every day.
- Brush your teeth at least twice a day.
- Do not wear or use scented products.
- Keep your hair neatly tied back.
- Keep beards trimmed and clean.
- Apply makeup lightly.
- Keep nails short, filed, and clean.
- Do not wear artificial nails.
- Keep your shoes and laces clean and in good condition.
- Wear as little jewelry as possible, except for a simple waterproof watch and identification badge.
- Keep your tattoos covered by clothing.

Emphasize to the class that residents may dislike or be allergic to certain scents. Scents should be avoided as a part of meeting residents' needs.

9. Define the role of each member of the care team

Meeting the Learning Objective

TEXTBOOK PP. 10–12

WORKBOOK PP. 5–6

Lecture

Pronounce and define the following key terms:

- Care team
- Registered nurse
- Licensed practical nurse
- Diagnosis
- Assistive devices

Discuss the role of each of the following care team members:

- Resident and resident's family
- Nurse (RN, LPN, or LVN)

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- Advanced practice nurse (APRN)
- Physician (MD or DO)
- Physician assistant (PA)
- Physical therapist (PT or DPT)
- Occupational therapist (OT or OTD)
- Speech-language pathologist (SLP)
- Registered dietitian (RDN)
- Respiratory therapist (RT)
- Medical social worker (MSW)
- Activities director
- Nursing assistant (NA)

Emphasize that the resident is the most important member of the care team.

10. Discuss the facility chain of command

Meeting the Learning Objective

TEXTBOOK PP. 12–13

WORKBOOK P. 6

Lecture

Pronounce and define the following key terms:

- Chain of command
- Charge nurse
- Liability

Display Key Material

1-3 CHAIN OF COMMAND

Emphasize the importance of following the chain of command to lessen the risk of liability. Discuss the chain of command (Fig. 1-13 in the textbook).

11. Explain *The Five Rights of Delegation*

Meeting the Learning Objective

TEXTBOOK PP. 13–14

WORKBOOK P. 6

Lecture

Pronounce and define the following key term:

- Delegation

Discuss each of the five rights:

- Right Task
- Right Circumstance
- Right Person
- Right Direction/Communication
- Right Supervision/Evaluation

Discuss these questions that NAs may consider before accepting tasks:

- Do I have all the information I need to do this job? Are there questions I should ask?
- Do I believe that I can do this task? Do I have the necessary skills?
- Do I have the needed supplies, equipment, and other support?
- Do I know who my supervisor is, and how to reach him/her?
- Have I told my supervisor of my special needs for help and support?
- Do we both understand who is doing what?

Emphasize that NAs can provide better care by asking questions and by asking for help when they need it.

12. Describe methods of nursing care and discuss person-centered care

Meeting the Learning Objective

TEXTBOOK PP. 14–15

WORKBOOK PP. 6–7

Lecture

Pronounce and define the following key term:

- Holistic care

Explain how holistic care helps improve residents' quality of life.

Define and discuss basic types of nursing care used at facilities and related terms:

- Team nursing
- Team leader
- Primary nursing
- Continuity of care
- Functional nursing

Define the term *person-centered care* and discuss some of the core values, such as promoting an individual's preferences, choices, dignity, interests, background, and quality of life.

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Discuss the boxes about trauma informed care and the National Center for Complementary and Integrative Health found on page 15 of the textbook.

13. Explain policy and procedure manuals

Meeting the Learning Objective

TEXTBOOK P. 15

WORKBOOK P. 7

Lecture

Pronounce and define the following key terms:

- Policy
- Procedure

Encourage students to ask questions about policies or procedures or to review the procedure manual when they are unsure about care.

14. Describe the long-term care survey process

Meeting the Learning Objective

TEXTBOOK PP. 15–16

WORKBOOK P. 7

Lecture

Pronounce and define the following key terms:

- Cite
- Joint Commission

Explain the survey process to students:

- Inspections are done periodically.
- Surveyors observe and interview residents and staff to find out how well residents' needs are being met.
- Nursing assistants should answer any questions asked by surveyors to the best of their abilities. They should not guess if they do not know the answer.

Point out that surveys conducted by the Joint Commission are not affiliated with state inspections and that facilities participate in Joint Commission surveys on a voluntary basis.

Chapter Review

Exam

DISTRIBUTE CHAPTER 1: EXAM (APPENDIX C)

Allow students enough time to finish the test. See Appendix D for answers to the chapter exams. Appendices E and F contain a second set of chapter exams and an answer key for those exams if needed.

Answers to Chapter Review in Textbook

1. People who are 65 years of age or older and people of any age with permanent kidney failure or certain disabilities
2. Women
3. Answers include the following: inserting/removing tubes; changing sterile dressings; giving tube feedings; giving medications.
4. Answers can include the following:
   - Being clean and neatly dressed and groomed
   - Not discussing personal problems with residents
   - Not using personal phones in resident care areas
   - Being at work on time and avoiding absences
   - Not leaving work early without permission
   - Not reporting to work under the influence of illegal drugs and/or alcohol
   - Keeping a positive attitude
   - Not gossiping about coworkers
   - Being polite and respectful
   - Addressing residents and visitors in the way they wish to be addressed
   - Not using profanity
   - Keeping resident information confidential
   - Following procedures and policies
   - Reporting concerns or problems to your supervisor
   - Maintaining educational requirements
   - Asking questions when you do not understand something
   - Being honest and documenting carefully
   - Accepting constructive feedback
   - Not accepting tips or gifts
   - Being loyal to your facility and being a positive role model

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5. Answers will vary for each student.
6. The resident
7. The Right Task, Right Circumstance, Right Person, Right Direction/Communication, and Right Supervision/Evaluation
8. Type of care that places the emphasis on the person needing care and his or her individuality, capabilities, choices, beliefs, interests, and preferences
9. Surveyors study how well the staff cares for its residents. They focus on how residents' various needs are being met. They do this by interviewing residents and families. They observe the staff's interactions with residents and the care given. They review resident charts and observe meals.
10. The NA should be honest and never guess. She should tell the surveyor that she does not know the answer but will find out as quickly as possible.
11. B
12. D
13. B
14. A
15. A

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